What is currently your biggest safety concern?

An Artfully Formed Positive Environment:
Safety Measures: Your Program's Drop Cloth

Wednesday, June 24, 2020

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Facilitators

Sherri Lauver

Deputy Project Director

Sarah Brightwell

Senior Curriculum and Training Specialist

An Artfully Formed Positive Environment

YOU FOR YOUTH

1 Sketching Your Organizational Culture

Monday
June 22

2 Positive Learning Environments

Tuesday
June 23

3 Safety Measures

Wednesday
June 24

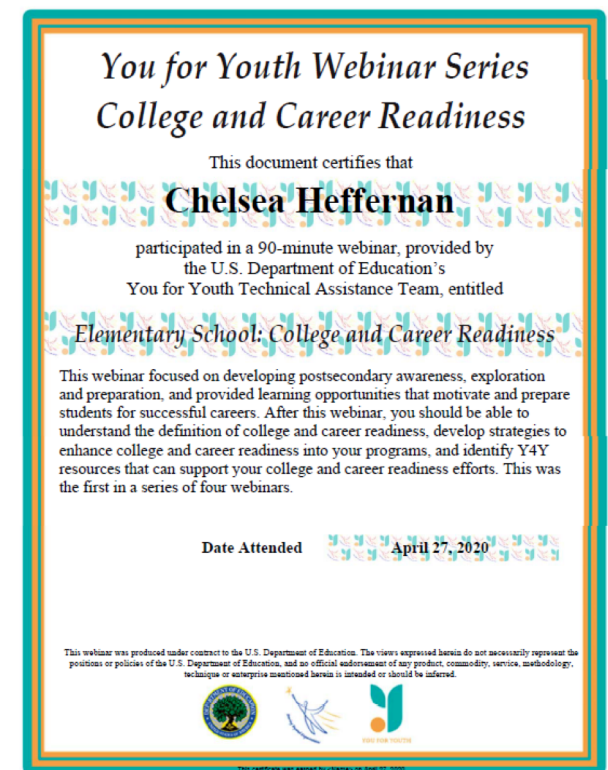**4** Social and Emotional Learning

Thursday
June 25

Certificate of Participation

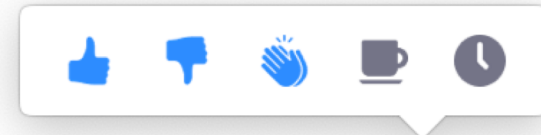- Certificates will be provided for each day of the series.

- Certificates will be emailed to you.

- It could take up to one week to receive your certificate due to high attendance numbers.

**You for Youth Webinar Series
College and Career Readiness**

This document certifies that

Chelsea Heffernan

participated in a 90-minute webinar, provided by
the U.S. Department of Education's
You for Youth Technical Assistance Team, entitled

Elementary School: College and Career Readiness

This webinar focused on developing postsecondary awareness, exploration and preparation, and provided learning opportunities that motivate and prepare students for successful careers. After this webinar, you should be able to understand the definition of college and career readiness, develop strategies to enhance college and career readiness into your programs, and identify Y4Y resources that can support your college and career readiness efforts. This was the first in a series of four webinars.

Date Attended   **April 27, 2020**

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This certificate was earned by <Name> on April 27, 2020

Using Zoom
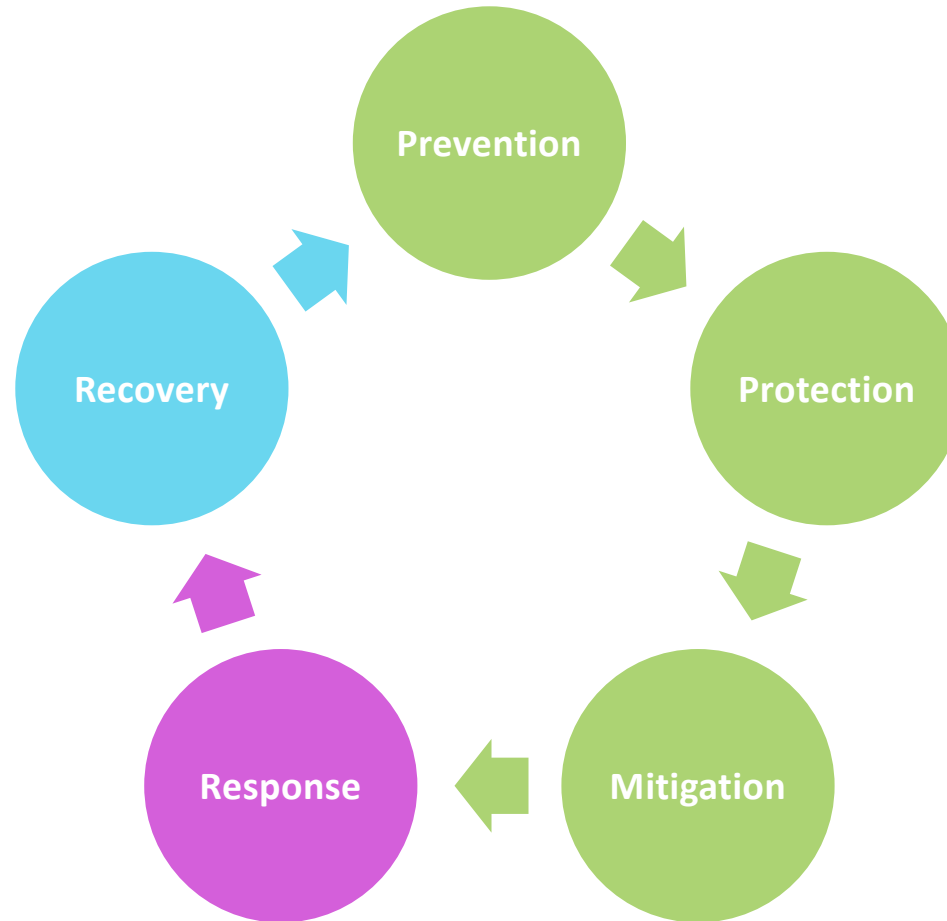
Objectives

- Understand the basics of safety planning.

- Adapt or create a safety plan that aligns with your program's needs and logistics.

- Develop a plan to implement training and safety procedures in your program.

- Prepare to train your staff to implement safety procedures.

Three Stages of Safety Planning

Prepare

Respond

Recover

Steps to Prepare

Prepare

- Safety Planning Team
- Review, Modify and Update the Existing Safety Plan
- Assemble Emergency Supplies
- Practice Your Plan
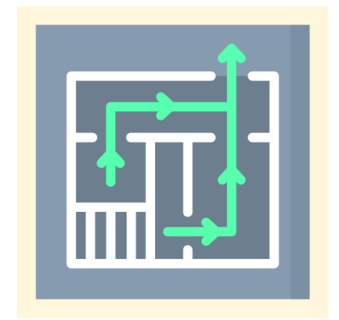- Train Staff
- Communicate With Stakeholders

Safety Planning Team

- School district or host organization's safety planning team

- Program safety planning team

- Emergency team

Review, Modify and Update the Existing Safety Plan

Safety Plan Development Resource

YOU FOR YOUTH

RCRC Toolbox

2019

National Center for Disaster Preparedness
EARTH INSTITUTE | COLUMBIA UNIVERSITY

Save the Children®

Emergency Planning Template & Assessment Tool

FOR AFTER-SCHOOL PROGRAMS

Threats and Hazards

Natural hazards

Technological hazards

- Hazardous materials in the community: industrial plants, tanker trucks on major highways or railroads
- Radiological releases from nuclear power stations
- Hazardous materials in the school: gas leaks, sewage break or laboratory spills
- Infrastructure failure: dam, power, water systems, cyber
- Water failure

Adversarial and human-caused threats

Biological

- Contaminated food outbreak
- Infectious diseases
- Water contamination
- Toxic materials emerging in schools such as mold or asbestos
- Toxic materials present in school laboratories

Threats and Hazards

Natural hazards

- Earthquakes
- Tornadoes
- Lightning
- Severe wind
- Hurricane
- Floods
- Wildfire
- Extreme temperatures
- Landslides or mudslides
- Winter precipitation

Technological hazards

Adversarial and human-caused threats

- Fire or explosion
- Medical emergency
- Active shooters
- Threat of violence
- Fights
- Gang violence
- Bomb threat or device found
- Child abuse
- Cyber attack

Biological

- Cyber malfunction
- Suicide
- Dangerous Person
- Missing Student or Kidnapping
- School Bus Emergencies
- Student Demonstration or Riot
- Dangerous animal

YOU FOR YOUTH

Threats and Hazards Resource

Emergency Management Functions

Emergency managers and planning teams at education agencies throughout the country are required to activate a variety of operational functions before, during, and after a threat or hazard impacts the school and/or campus community. Select the function type to access resources that can help strengthen efforts to prevent, protect, mitigate, respond, and recover.

- Accounting for All Persons
- Alerts, Communications and Warnings
- Continuity of Operations
- Evacuation
- Family Reunification
- Lockdown
- Public Health, Medical, and Mental Health
- Security

Hazards and Threats

School districts, schools, and institutions of higher education (IHEs) may be at risk for a variety of threats and hazards based on geographical location, local crime statistics, proximity to chemical plants, and a variety of other factors. Select a threat or hazard type below to access resources that cover the before, during, and after aspects education agencies may consider when planning.

- Adversarial and Human-Caused Threats
- Biological Hazards
- Natural Hazards
- Technological Hazards

Planning Basics and Principles

Need help with understanding emergency management planning basics and principles? Select a section title to access resources that will support collaborative, effective, and sustainable planning. Start planning today!

- Access/Functional Needs
- All-Hazards Approach
- All Settings, All Times
- Assessments
- Collaboration
- EOP Development and Planning Process
- School and Higher Ed Safety Leadership
- Whole Community Planning

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READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

Other Threats/Hazards

Day-to-Day General Safety Protocols

- Check-in/out procedure
- Bathroom procedures
- Internal communication
- Playground rules
- Volunteer/visitor guidelines
- Field trip protocols
- Group management

Illness and Injury

- Bumps, bruises, scrapes and cuts
- Fever
- Lice
- Vomit
- Bathroom incidents
- Pink eye
- Broken bones

COVID-19 Planning

- Work with your host organization/school district to align your responses and planning.

- Review the Centers for Disease Control and Prevention (CDC) recommendations.

- Know your state and local regulations and guidelines for reopening phases.

COVID-19 Youth Programs Decision Tool

YOUTH PROGRAMS AND CAMPS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist directors or administrators in making (re)opening decisions regarding youth programs and camps during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

✓ Will reopening be consistent with applicable state and local orders?

✓ Are you ready to protect children and employees at higher risk for severe illness?

✓ Are you able to screen children and employees upon arrival for symptoms and history of exposure?

ANY NO → **DO NOT OPEN**

ALL YES →

Are recommended health and safety actions in place?

✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible

✓ Intensify cleaning, disinfection, and ventilation of facilities and transport vehicles/buses

✓ Encourage social distancing through increased spacing, small groups, and limited mixing between groups, and staggered scheduling, arrival, and drop off, if feasible

✓ Where feasible, adjust activities and procedures to limit sharing of items such as toys, belongings, supplies, and equipment

✓ Train all employees on health and safety protocols

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES →

Is ongoing monitoring in place?

✓ Develop and implement procedures to check for signs and symptoms in children and employees daily upon arrival, as feasible

✓ If feasible, implement enhanced screening for children and employees who have recently been present in areas of high transmission, including temperature checks and symptom monitoring

✓ Encourage anyone who is sick to stay home

✓ Plan for if children or employees get sick

✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures

✓ Monitor child and employee absences and have a pool of trained substitutes, and flexible leave policies and practices

✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES → **OPEN AND MONITOR**

cdc.gov/coronavirus

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

COVID-19 Considerations

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

Considerations for Youth and Summer Camps

As some communities in the United States begin to convene youth camps, CDC offers the following considerations for ways in which camp administrators can help protect campers, staff, and communities, and slow the spread of COVID-19. Camp administrators can determine, in collaboration with state and local health officials, whether and how to implement these considerations, making adjustments to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. These considerations are meant to supplement—**not replace**—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which camps must comply.

Guiding Principles to Keep in Mind

The more people a camper or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in youth camp settings as follows:

On This Page

Guiding Principles

Reduce Spread

Healthy Environments

Healthy Operations

When Someone Gets Sick

Overnight Camps

Other Resources

COVID-19 Planning Resources

YOU FOR YOUTH

American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

COVID-19 Planning Considerations: Return to In-person Education in Schools

Critical Updates

Guidance Related to Childcare During COVID-19

Critical Updates on COVID-19 / Clinical Guidance / Guidance Related to Childcare During COVID-19

Guidance for Families and Pediatricians on Camp Attendance During the COVID-19 Pandemic

Critical Updates on COVID-19 / Clinical Guidance / Guidance for Families and Pediatricians on Camp Attendance During the COVID-19 Pandemic

The American Academy of Pediatrics (AAP) promotes what is in the best interest of children and supports pediatricians as they consider the evolving effects of the novel coronavirus disease 2019 (COVID-19) pandemic. As pediatricians address the overall health and safety of children and families, it is essential for them to discuss with parents the importance of promoting healthy child development despite the challenges and impacts of the COVID-19 pandemic. This guidance is intended for use by pediatricians and families as they make informed decisions on sending children to overnight/sleep away or day camp this summer.

COVID-19 Planning Resource Guest

Henry DeHart
American Camp Association
Chief Operating Officer

As a leading authority in youth development, ACA works to preserve, promote, and improve the camp experience.

COVID-19 Planning Resources

YOU FOR YOUTH

american CAMP association

enriching lives through the camp experience

Camp Operations Guide Summer 2020

Camp Business Resources

Health and Wellness

Mental Health Resources

Online Learning and Events

Virtual Program Resources

Staffing and Human Resources

Marketing and Communications
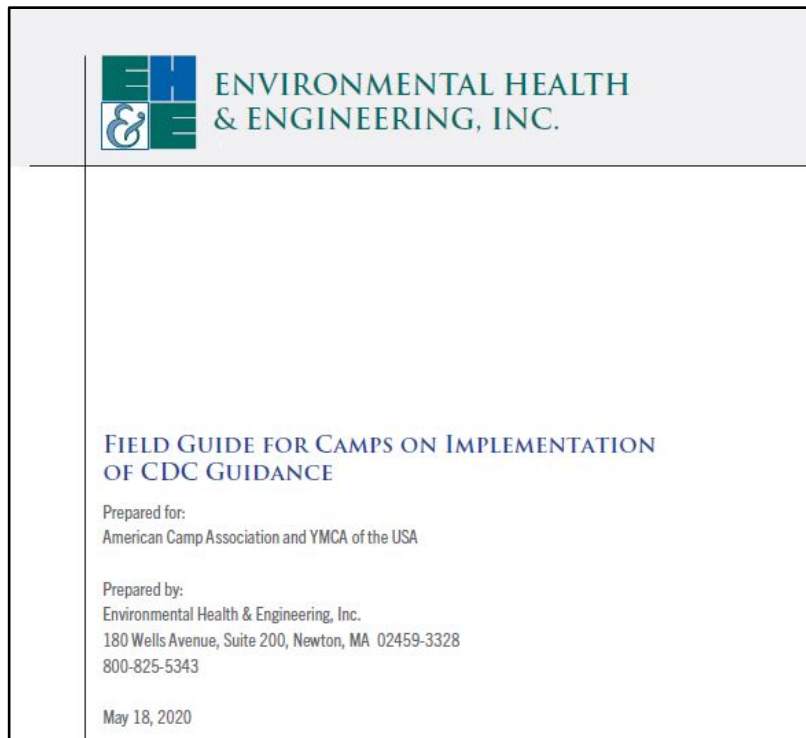
COVID-19 Planning Resources

Update: 6/03/2020

State	Day Camp Permitted	Day Camp Rules	Overnight Camp Permitted	Overnight Camp Rules	Supporting Documents	Region
Alabama	Not yet		Not yet			Central
Alaska	Yes	Alaska Phase II Day Camps	Not yet			Western
Arizona	Yes	COVID19 Update: Summer Programs and PPE AZED	County based			Western
Arkansas	Not yet		Yes	Executive Order		Central
California	Not Yet		Not yet			Western
Colorado	Yes	Guidance for Children's Day Camps and Youth Sports Camps	Not yet			Western
Connecticut	Yes	Specific Guidelines	Not Permitted	Overnight Camp Can't Operate		Eastern
Delaware	Yes	Reopening Guidance	Yes	Reopening Guidance		Eastern
Dist. of Columbia	Yes	Summer Camps	Yes	Summer Camps	Summary of Recommendations to ReOpen DC	Eastern
Florida	County Based		County Based			Eastern
Georgia	Yes	Day Camp Rules	Yes	Overnight Camp Guidelines	DECAL Guidance for Day Camps	Eastern
Hawaii	Not Yet		Not yet			Western
Idaho	Yes	Idaho Guidance for Child and School Age Care	Yes		Stage 1 protocols youth	Western
Illinois	Yes - begins 6/26/2020	Day Camp Guidelines	Not yet		Restore Illinois	Central
Indiana	Yes	Guidance	Yes - begins, 7/4/2020	Executive Order	Overnight Camp Projected Opening	Central
Iowa	Yes	Guiding Principles	Yes	Guiding Principles		Central
Kansas	Not yet		Not yet			Central
Kentucky	Not yet		Not yet			Central
Louisiana	Not yet		Not yet			Central
Maine	Yes	Day Camp Guidelines	Yes	Overnight Camp Guidelines		Eastern
Maryland	Yes	Day Camp Rules	Not Permitted	Overnight Camp Can't Operate	Executive Order	Eastern
Massachusetts	Yes	Day Camp Guidelines	Not Yet		Reopening MA	Eastern
Michigan	Yes	Day Camp Guidelines	Not yet			Central
Minnesota	Yes	Executive Order	Not yet			Central
Mississippi	Not yet		Not yet			Central
Missouri	Not yet		Not yet			Central
Montana	Yes	MONTANA CORONAVIRUS PHASE ONE REOPENING FAQ	Yes	MONTANA CORONAVIRUS PHASE ONE REOPENING FAQ		Western
Nebraska	Not yet		Not yet			Central
Nevada	Not Yet		Not yet			Western
New Hampshire	Yes - begins, 6/22/2020	Reopening Guidance	Yes - begins, 6/28/2020			Eastern
New Jersey	Yes - begins, 7/6/2020	Being Developed	Not Permitted	Overnight Camp Can't Operate		Eastern
New Mexico	Yes	New Mexico Guidance for Summer Youth Programs	Not yet			Western

Key Concepts of the Field Guide

ENVIRONMENTAL HEALTH & ENGINEERING, INC.

FIELD GUIDE FOR CAMPS ON IMPLEMENTATION OF CDC GUIDANCE

Prepared for:
American Camp Association and YMCA of the USA

Prepared by:
Environmental Health & Engineering, Inc.
180 Wells Avenue, Suite 200, Newton, MA 02459-3328
800-825-5343

May 18, 2020

- Protecting the most vulnerable people

- Screening and monitoring:
  - Pre-screen prior to camp
  - Screen upon arrival
  - Monitor all day

- Camp as a bubble

- Organize into program cohorts:
  - Household – smallest group
  - Neighborhood – group of households
  - Entire camp

- Communicable Disease Plan

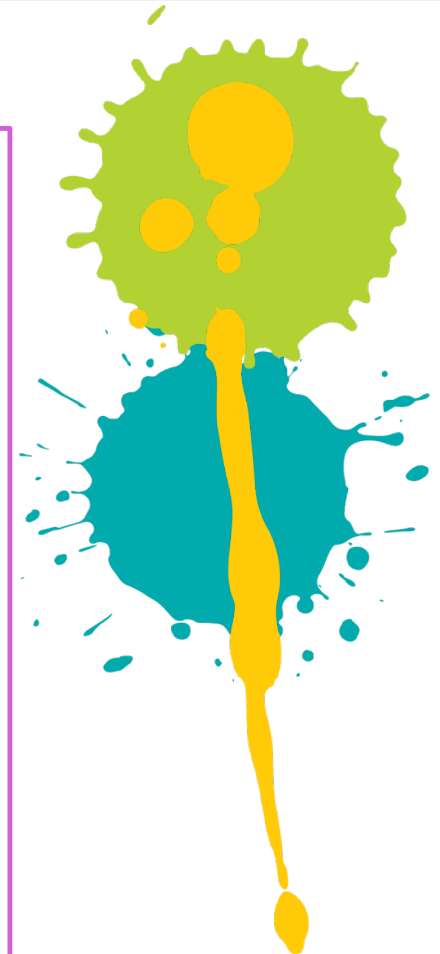# Conduct a Safety Walk-Through

Safety Self-Assessment

Site Coordinator Safety Checklist

Use this checklist to asses safety readiness. Be sure to include safety practices specific to your site and/or program, as outlined in your Safety Plan.

Checklist

☐ Space has name or number clearly displayed.

☐ All doors can be locked, and the lock is functioning.

☐ All windows have some type of covering.

☐ All windows can be locked, and the lock is functioning.

☐ Phone directory or listing is current and accessible to staff members.

☐ First aid kits or supplies are stocked.

☐ Evacuation routes are posted.

☐ Shelter-in-place locations are posted.

☐ Bookcases and cabinets more than five feet tall are secured to the wall.
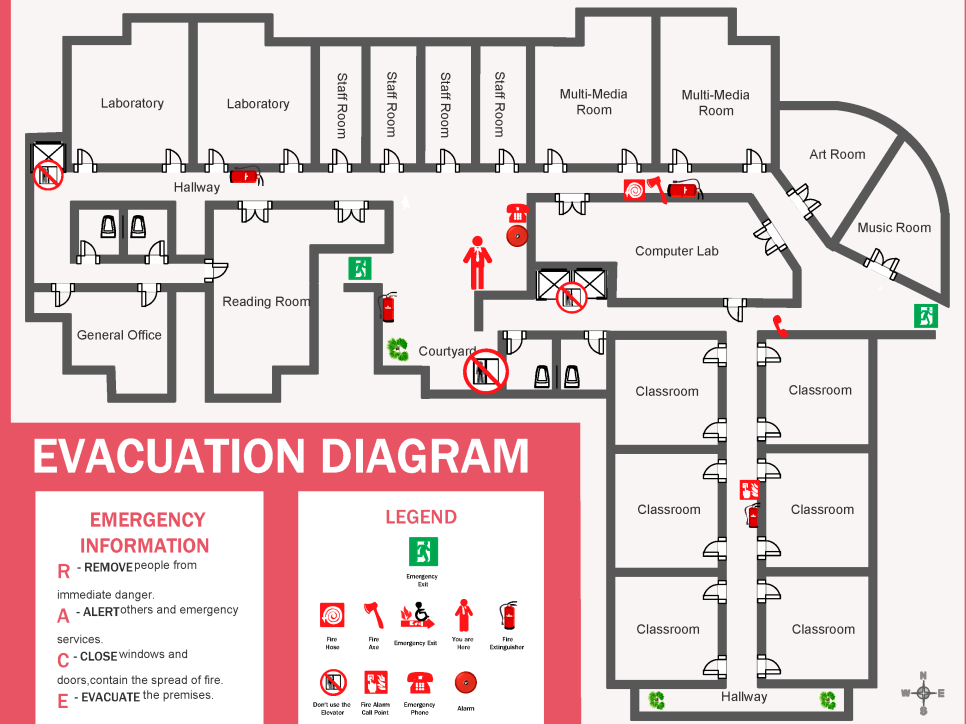
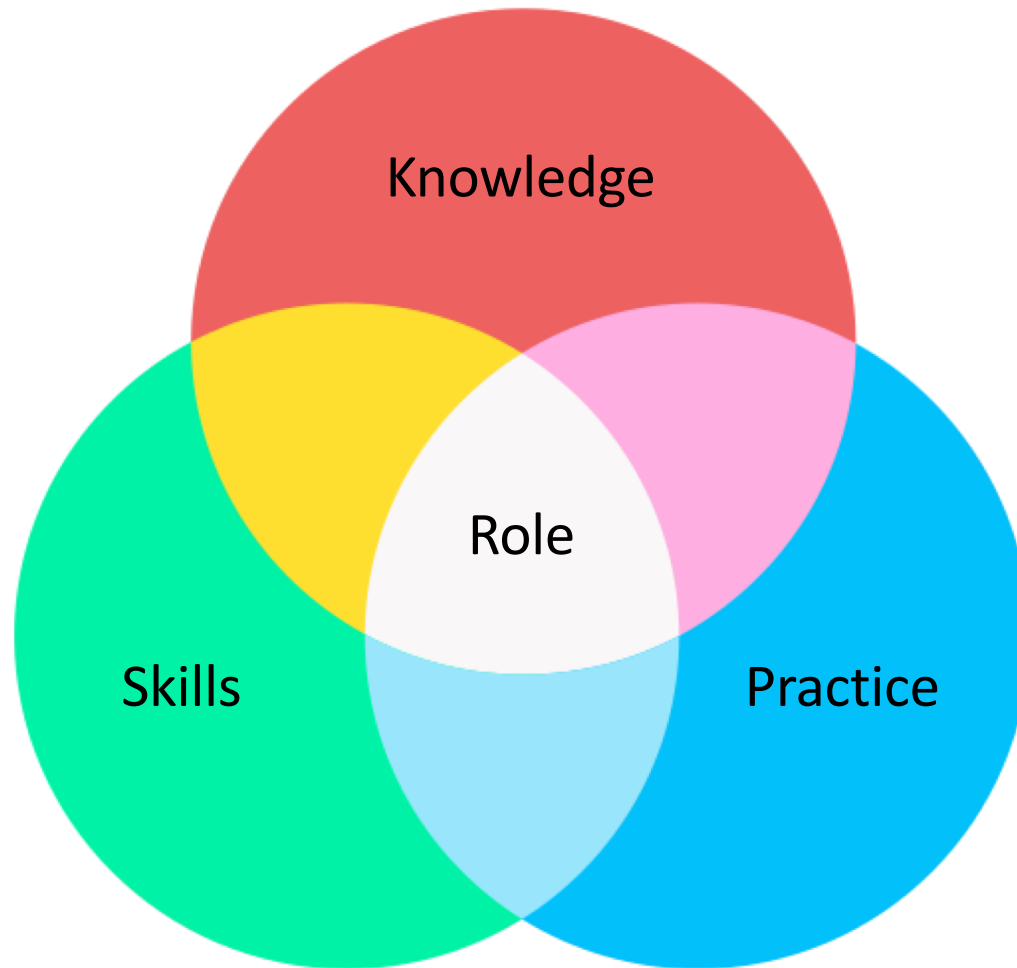☐ The room is free of any trip hazards or obstructions.

Assemble Emergency Supplies

GO BAG

Practice Your Plan

May 2020

EVACUATION DIAGRAM

EMERGENCY INFORMATION

R - REMOVE people from immediate danger.

A - ALERT others and emergency services.

C - CLOSE windows and doors, contain the spread of fire.

E - EVACUATE the premises.

LEGEND

Emergency Exit

Fire Hose

Fire Axe

Emergency Exit

You are Here

Fire Extinguisher

Don't use the Elevator

Fire Alarm Call Point

Emergency Phone

Alarm

Training Resources

Training and Practice Plan

Training and practice are essential to emergency preparedness. Practicing safety procedures helps ensure that things will go smoothly if there's a fire, for example, because staff and students will know exactly what to do and where to go. The purpose is to ensure the health and safety of program staff, students and visitors during an emergency — and to minimize trauma and possible long-term impacts associated with trauma. It's important to provide role-specific training for staff and age-appropriate training for students. Make sure everyone understands the terminology and guidelines you use during safety drills and exercises.

To develop a safety training plan, examine your Safety Plan and follow these steps to identify your program's training needs with regard to the plan:

1. Consider the skills, knowledge and strengths of staff members.
2. Align staff members' skills, knowledge and strengths with the areas of the Safety Plan that they match as you plan safety training and assignment of responsibilities.
3. Tap into partner and community resources to find professional development opportunities.
4. Once gaps are identified, seek reputable resources to help provide relevant, quality professional development that is appropriate to the facility, to the experience and expertise of the staff, and to the ages of the students in your program.

There are many sources that will provide free safety training to facilities serving youth. Choose sources that align with your program culture and with the ages and abilities of the students you serve.

Communicate With Stakeholders

- Hosting organization/school district

- Safety planning team

- Emergency team/staff

- Students

- Families

- Community

Preparation Resources

Three Stages of Safety Planning

Respond

- Remain calm.

- Enact your plan.

- Stay alert and flexible.

Three Stages of Safety Planning

Recover

- Reunify families.

- Assess damage.

- Address social and emotional health and wellness.

Recover Resource

You for Youth | **Safety Plan**   1

Safety Through the Lens of Social and Emotional Learning

When developing Safety Plans, conducting safety training and practicing drills, it's important to keep everyone's mental health and well-being in mind, especially when young students participate.

Tips for Implementing Safety Plans With Young People in Mind

1. Actively engage children in safety planning and (depending on their age) in developing practice drills.
   a. Ask age-appropriate questions. For example:
      - What might help you feel safe during an emergency?
      - Would you like to partner with a buddy during an emergency?
      - Is being in the dark scary to you? Do you think having a flashlight or a stuffed toy during an emergency would make you feel safer?
   b. Make sure safety supplies (such as flashlights and a first aid kit) are functioning and easily accessible to staff in case of an emergency.
   c. Use age-appropriate books and resources to help prepare young children for discussions about emergency planning. Here are a few examples:
      - https://www.sesamestreet.org/toolkits/ready
      - https://www.ready.gov/kids
      - https://www.redcross.org/get-help/how-to-prepare-for-emergencies/disaster-safety-for-children.html

Three Stages of Safety Planning

Recover

- Remember this is an ongoing, cyclical process.

- Debrief and evaluate.

- Regularly review your safety plan.

CLICK & GO 2: SAFETY

DEVELOPING AND IMPLEMENTING A SAFETY PLAN

Are program staff clear on roles and expectations during various emergencies? Are program students and families aware of and ready to implement set safety procedures? This Click & Go will help program directors, site coordinators and other program leadership implement existing organizational safety plans through protocols, practices and trainings.

OBJECTIVES

To enable participants to:

- Implement an existing safety plan.

- Work with the program's host organization to modify an existing safety plan to align with program logistics.

- Develop a plan to implement training and practice safety procedures.

- Implement practice drills with students and families in mind.

Zip Link ⬇ (82 MB) Select paperclip to download the resources for this Click & Go!

https:// y4y.ed.gov/forums
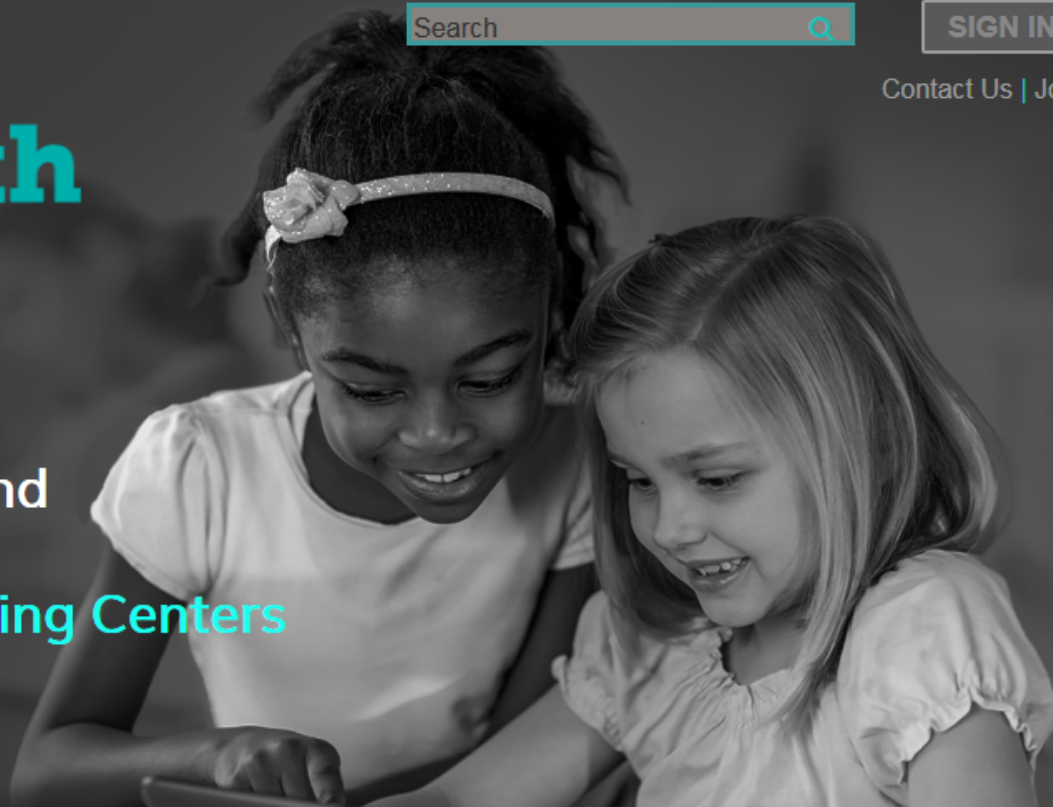
Contact Us!

Sherri Lauver
SLauver@seiservices.com

Sarah Brightwell
SBrightwell@seiservices.com

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